



FEMA



C0299 Managing Officers: Motivation and Productivity

ACE Credit: Pending

IACET Continuing Education Units: Pending

Length of Course: 6 Weeks

Prerequisite: None

The National Fire Academy is pilot-testing a new online mediated course August 10 – September 20, 2015. The course, *C0299 – Managing Officers: Motivation and Productivity*, provides a basic introduction to a number of well researched theories of motivation and is intended to serve as a forum for students to explore their meaning and gain a better understanding of their relevance within their own department/organization. During the course, students will compare and contrast the different theories and approaches to motivation and research and analyze an issue that has an impact on their department/organizational productivity and effectiveness. The course spans six-weeks, including four weeks for individual modules/assignments and two-weeks for the course wrap-up and final paper submission.

The primary audience for this course will include (but is not limited to) experienced company officers and new chief officers.

Interested applicants should submit FEMA Form 119-25-1, General Admissions Application available for download from <http://www.usfa.fema.gov/training/nfa/admissions/apply.html> Complete the form, scan it and email it to netcadmissions@fema.dhs.gov or fax it to 301-447-1441. The application period will close **July 22, 2015**.

For details on this course including course requirements and selection criteria, please view the course information below.

Please note: This is a college-level course and requires the use of American Psychological Association (APA) citation and format style.

Instructor Information

Terry Gladhill, Section Chief, National Fire Academy

Office: 301-447-1239

E-mail: Please use the NFAOnline/Desire2Learn course e-mail system. All emails will be answered within 24 hours.

Office Hours: Monday-Friday 8:00 a.m. – 5:00 p.m. Eastern Standard Time

Course Description and Overview

Description: There are a number of well researched theories of motivation. This course provides a basic introduction to these theories and is intended to serve as a forum for students to explore their meaning and gain a better understanding of their relevance within their own department/organization. During the course, students will compare and contrast the different theories and approaches to motivation and research and analyze an issue that has an impact on their department/organizational productivity and effectiveness.

The **primary audience** for this course will include (but is not limited to) experienced company officers and new chief officers.

Prerequisites: None

When you successfully complete this course, you will be prepared to:

- Define motivation in a department/organizational work context and understand how individual approaches can impact the department/organization;
- Offer explanations as to what factors motivate subordinate personnel;
- Understand the major components of each motivational approach and assess the strengths and weaknesses; and
- Understand how organizational productivity relates to efficiency and effectiveness.

What I Expect of You

You will need to allocate several hours each week to work on course assignments – logging into the classroom 2-3 times per week to keep up with the assignments/read postings is a good rule of thumb. Fortunately, since this is an asynchronous course, you can work on course assignments at your own convenience - as long as you meet the course deadlines. This course is intended to help you and provide you with knowledge that can improve your department/

organization's productivity. You will get out of the course what you put into it – please don't short-change yourself and/or your department/organization. Have fun and good luck!

Required Course Materials

All materials needed for this course are available online through the NFAOnline/Desire2Learn course classroom and on the web. **NO** additional materials are required.

System Requirements

1. Operating System: Minimum operation systems - Microsoft Vista or Windows 7, MAC IOS Lion or higher.
2. Browsers: Only 4 browsers are supported with the following minimum standards: Internet Explorer 9 or higher, FireFox latest version, Safari 6.0, Chrome latest version.
3. Screen Resolution: Minimum Screen resolution 1024 x 768.
4. JavaScript **MUST** be enabled on your browser.
5. Cookies **MUST** be enabled on your browser.
6. MS Office 2007 or higher.
7. Adobe Acrobat 10 or higher.
8. The latest release of Java.
9. The latest release of Flash.

Assignments and Grading

This course will rely upon a variety of methods to assess and evaluate student learning, including:

- Discussion Board/Forum Postings/Responses
- Weekly Quizzes
- Brief written assignments – a one-page paper and a BLOG post.
- Final Written Paper

It is important that your work be completed by the designated due date. I strongly advise that you not wait until the last minute to complete these assignments—give yourself time to ask questions, think things over, and chat with others. You'll learn more, do better...and be more productive!

Due dates for all assignments are posted on the course calendar. Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction.

Those that do not submit their discussion board postings within this timeline will receive a “0” grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a “0” grade for that assignment.

Assignment Feedback: Feedback will be provided within one week of the assignment date. Please check the Grades tab to access your grade/instructor comments. Missed assignments will receive a score totaling 0 points and an F letter grade.

Final Grades:

Total: 300 Points

A: 90-100% = 270-300 Points

B: 80-89% = 239-269 Points

C: 70-79% = 208-238 Points

D: 60-69% = 177-207 Points

F: 0-59 % = 0-176 points

Assignments/Points Distribution:

2 - Discussions/Forums - 25 points each (15 points for original post AND 10 points/5 points each for responsive posts)/Total: 50 Points

1 - Written One-Page Assignment - 25 points

1 - Written Blog - 25 points

4 - Quizzes – 25 points each/Total: 100 Points

1 - Final Paper – 100 Points/Total: 100 Points.

Please review the individual assignment rubrics for specific grading criteria.

Students who do not complete the entire course will be issued an Incomplete (I) grade. In accordance with NFA academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a failing (F) grade.

Students who do not obtain an end-of-course passing score face possible sanctions for up to 12 months regarding acceptance or placement in future NFA course offerings.

Course Schedule

This course has 4 modules. Each module will span one week, and the final two-weeks of the course will be devoted to the course wrap-up and submission of a final paper. See the course calendar for specific module time frames and assignment due dates.

Week 1/Module 1: *Motivation, Individual Productivity, and Organizational Productivity (Discussion Post Assignment/Quiz)*

Learning Objectives:

- Define what motivation means, particularly in the workplace;
- Understand the impact of individual productivity on organizational productivity; and
- Understand your propensity toward quality management.

Week 2/Module 2: *Motivation Models and Theories (Paper Assignment/Quiz)*

Learning Objectives:

- Identify the 7 theories of motivation;
- Discuss at least 3 of the theories of motivation in the context of your organization/department; and
- Apply one of the theories of motivation to an issue or problem within your organization/department.

Week 3/Module 3: *Managerial Approaches to Motivation (Blog Post Assignment/Quiz)*

Learning Objectives:

- Identify the three managerial approaches to motivation;
- Understand the differences between:
 - The Traditional model, e.g., providing wage incentives for employees;
 - The Human Relations model, e.g., catering to employees' social needs; and
 - The Human Resources model, e.g., offering increased responsibility for employees.
- Form a basic understanding of the four “emotional drives.”

Week 4/Module 4: *Organizational Productivity (Discussion Post Assignment/Quiz)*

Learning Objectives:

- Form a basic understanding about the systems analysis applied to productivity;
- Understand the productivity indicators for fire and emergency services operations;

- Be familiar with the methods of measuring productivity.

Weeks 5 & 6: Course Wrap-up and Final Written Paper

Course Communications

Any e-mail correspondence should be sent though NFAOnline/Desire2Learn course e-mail system. All emails will be answered with 24 hours.

Citation and Reference Style

Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition. Please bookmark this site so you can refer to it for assistance throughout the course

(<https://owl.english.purdue.edu/owl/resource/560/01/> or <http://www.apastyle.org>).

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), :-)

Academic Integrity

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors are prohibited.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the appropriate NFA Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

1. expulsion,
2. withholding of stipend or forfeiture of stipend paid (for NFA-sponsored 6 and 10-day on-campus courses),
3. exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
4. forfeiture of certificate for course(s) enrolled in at NETC.

For more information, please refer to NFA-specific Standard Operating Procedure 700.1 – Academic Code of Conduct that follows.

NFA-specific Standard Operating Procedure

Number

700.1

Date

March 2015

Academic Code of Conduct

I. Purpose:

- A. This standard operating procedure establishes an Academic Code of Conduct for National Fire Academy (NFA) students.
- B. It is not possible to list all acts of misconduct/disorderly conduct that can occur on campus or in the classroom, but students are required to exhibit the highest forms of good manners, behavior and respect for the NFA community and its inhabitants.
- C. Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors are considered breaches of this Code of Conduct.

II. Supersession:

- A. Replaces National Fire Academy-specific Standard Operating Procedure 700.1, dated January 2015. (content updated to include information on mediated and self-study courses and the policies and procedures contained in the EFOP Handbook.)
- B. Replaces National Fire Academy Standard Operating Procedure 700.0, dated December 22, 2011. (700.0 renumbered to 700.1 and content updated)
- C. Replaces National Fire Academy Instruction 700.0, dated December 22, 2011. (*Instruction* changed to Standard Operating Procedure)

III. **Authority/Reference:** 15 U.S.C. § 2206 (c) “Powers of Superintendent”.

IV. **Definitions:** Refer to NFA-specific SOP 100.2

V. Responsibilities:

- A. It shall be the policy of the NFA that an Academic Code of Conduct is adopted in accordance with this SOP.

- B. By accepting admission to NFA-sponsored classes, students are automatically subject to the provisions of this Code of Conduct, and shall uphold and support them without compromise or exception. Ignorance of any aspect of the Code of Conduct shall not be a defense to an alleged violation.
- C. A copy of this SOP shall be made available to all students and instructors.

VI. Standard Operating Procedures:

- A. Academic misconduct shall include:
 - 1. Deliberate alteration of graded material for a re-grade or grade correction.
 - 2. Submitting without authorization the same assignment for credit in more than one course.
 - 3. Collaborating on any work when not allowed, either in or outside the classroom setting.
 - 4. Forging the signature of another or allowing forgery by another for any classroom related document.
 - 5. Use of unauthorized material stored or recorded on electronic devices during an exam or quiz.
 - 6. Use of crib notes or other unauthorized written material during an exam or quiz.
 - 7. Attempting to or allowing impersonation by another in order to take one's exam or quiz.
 - 8. Copying, alteration or fabrication of data such as that collected in a teaching laboratory or as part of a research project.
 - 9. Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
- B. Academic Code of Conduct:
 - 1. Students shall abide by all NFA, National Emergency Training Center (NETC), Federal Emergency Management Agency, and Federal rules and regulations, standards, and laws.

2. Students and instructors shall abide by NETC SOP 119-22 *Conduct on the NETC Campus*. NETC SOP 119-22 is available at <http://netc.fema.net/directives/default.aspx>
3. Students attending NFA-sponsored classes in locations other than the NETC shall abide by this Code of Conduct, and any Code of Conduct adopted by the agency or organization that is hosting the class.
4. A violation of the host agency or organization Code of Conduct shall be considered a violation of this SOP.
5. Instructors are responsible for maintaining a classroom environment that facilitates effective teaching, learning, and safety.
6. The instructor has the right to determine appropriate behavior standards in the classroom as long as the requirement does not infringe upon the individual's rights. Disruptive and disrespectful behavior on the part of any student shall not be tolerated.
7. The instructor shall identify students who are in violation of the appropriate decorum or safety procedures and shall provide reasonable warning to the students of the consequences of such conduct.
 - A reasonable warning would include a verbal reminder or a written note regarding the expected decorum in the classroom or while on campus at the NETC.
8. The instructor shall notify the Training Specialist (TS) if violations of appropriate behavior standards are not corrected.
 - a. The penalty for continued inappropriate conduct may include expulsion from the class for the day in question and notice to the Deputy Superintendent for Administration and Delivery.
 - b. In extreme or exigent cases, the penalty for continued inappropriate conduct may include expulsion from the classroom or NETC in accordance with NETC SOP 119-22 *Conduct on the NETC Campus*.
9. Return of the student to the classroom shall require a written pledge by the student to abide by the rules of expected classroom decorum or safety.

- The signed pledge shall be provided to the TS and Deputy Superintendent for Administration and Delivery.
10. Further action may be taken in accordance with NETC SOP 119-22 *Conduct on the NETC Campus*, and may include permanent exclusion from NFA-sponsored courses.
 11. Academic misconduct is a violation of this Code of Conduct.
 12. For classroom and NFAOnline mediated courses, students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the TS.
 13. The TS shall report the incident to the Deputy Superintendent for Administration and Delivery.
 14. For NFAOnline self-study courses, students who believe that academic misconduct has occurred should first follow their organization's process for reporting unethical behavior.
 15. If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:
 - a. Expulsion
 - b. Withholding of stipend or forfeiture of stipend paid.
 - c. Exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years.
 - d. Forfeiture of certificate for course(s) enrolled in at NETC.
 16. Notification of the misconduct will be made to the student's sponsoring organization.
 17. Standards of conduct and other operational policies and procedures relating to the Executive Fire Officer Program (EFOP) are outlined in the EFOP Handbook located at http://www.usfa.fema.gov/downloads/pdf/efop_guidelines.pdf
 18. Students have the right to dispute any action in accordance with NFA-specific Standard Operating Procedure 700.6 *Academic Grievances and Grade Appeals*.

VII. Questions: Questions regarding the content of this NFA-specific SOP may be addressed to the Deputy Superintendent, National Fire Academy at (301) 447-1083.

Dr. Denis Onieal Superintendent National Fire Academy

Nothing in this SOP shall be construed or implied as to be in conflict with Department of Homeland Security or Federal Emergency Management Agency policies, procedures or instructions, or collective bargaining agreements that are in effect.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.